

## KINDERGARTEN HANDBOOK

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## MARTIN COUNTY SCHOOLS

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WELCOME to Martin County Schools kindergarten program. This will be an important year in the life of your child. The name “*kindergarten*” means a “*garden of children*” where children may grow and develop naturally.

Early childhood research indicates that developmentally appropriate programs can have a positive long-term impact on the quality of life of an individual. Therefore, it is the goal that all of our kindergartens provide age appropriate activities based on the developmental characteristics of young children.

You, the parents, are your children’s first and most important teacher. Consequently, you have the right and the responsibility to be active in your children’s education. With parents and the school working together, the kindergarten year will be a happy year with evidence of growth and development for every child.

**KINDERGARTEN—A  
“GARDEN OF CHILDREN”**

## Schools with Kindergarten Classes

East End	Harry Respass	795-4775
Edna Andrews	Deborah Horton	798-5631
Jamesville Elementary	James Lammert	792-8304
Rodgers Elementary	Sharon Jernigan	792-3834
Williamston Primary	Serena Paschal	792-3253



Superintendent      Ron Melchiorre      792-1575

## Martin County Board of Education Members

**Gene Scott, Chairman**  
**Russ Ayers**  
**Kenneth Harrell**  
**Van Heath**  
**Addie Lou Leggett**  
**Moses Matthews**



**FOR EACH CHILD TO DEVELOP AND EXPAND IN THE FOLLOWING AREAS:**

- ❑ Self-worth
- ❑ Respect for the physical environment and others within that environment
- ❑ Capacity to use natural curiosity about the immediate and personal environment by using all senses
- ❑ Ability to express and represent thoughts, feelings, and experiences
- ❑ Ability to make decisions and to solve problems
- ❑ Ability to conceptualize patterns and relationships
- ❑ Capacity to use developmentally appropriate thinking processes
- ❑ Capacity to use large and small muscles
- ❑ Ability to live in harmony with others

**ENTRANCE REQUIREMENTS:**

- \* A child entering kindergarten must be five (5) years old on or before August 31<sup>st</sup>.
- \* A copy of the child's birth certificate is required for registration.
- \* A health assessment must be completed for each child by a private health provider or the local health department (whoever treats the child on a regular basis).

**STATE LAW REQUIRES THE FOLLOWING IMMUNIZATIONS:**



- \* 5 DTP/DT shots (if 4<sup>th</sup> dose is after 4<sup>th</sup> birthday, a 5<sup>th</sup> dose is not required).
- \* 4 IPV Polio Vaccines (if 3<sup>rd</sup> dose is after 4<sup>th</sup> birthday, 4<sup>th</sup> dose is not required).
- \* 1 Hib – At least 1 Hib on/after 1<sup>st</sup> birthday and before 5 years of age. Not required after age 5.
- \* 3 doses Hepatitis B if born on or after 7-1-94.
- \* 2 MMR doses (1<sup>st</sup> on/after 1<sup>st</sup> birthday).
- \* 1 Varicella dose (Children born on or after April 1, 2001 without documented history of disease)

## 105 Desirable Readiness Skills

World Book surveyed specialists in early childhood education to determine what skills and knowledge a child needs in order to begin kindergarten successfully. Over 3,000 kindergarten teachers throughout the United States and Canada responded to the *World Book School Readiness Skills Study*. The results identify 105 desirable readiness skills that will help children get off to a good start when they begin school.

In the chart below, these skills are organized into nine basic groups:

### Size

Understands big and little  
Understands long and short  
Matches shapes or objects based on size

### Colors and Shapes

Recognizes and names primary colors  
Recognizes circles  
Recognizes rectangles  
Matches shapes or objects based on shape  
Copies shapes

### Numbers

Counts orally through 10  
Counts objects in one-to-one correspondence  
Understands empty and full  
Understands more and less

### Reading Readiness

Remembers objects from a given picture  
Knows what a letter is  
Has been read to frequently  
Has been read to daily  
Looks at books or magazines  
Recognizes some nursery rhymes  
Identifies parts of the body  
Identifies objects that have a functional use

Knows common farm and zoo animals  
Pronounces own first name  
Pronounces own last name  
Expresses self verbally  
Identifies other children by name  
Tells the meaning of simple words  
Repeats a sentence of 6-8 words  
Completes sentence w/proper word  
Has own books  
Understands that print carries a message  
Pretends to read  
Uses left-to-right progression  
Answers questions about a short story  
Tells the meaning of words heard in story  
Looks at pictures and tells a story  
Identifies own first name in manuscript  
Prints own first name

### Time

Understands day and night  
Knows age and birthday

### Begins to use classification skills

- ◆ Sort by given attribute, sort by own rule, explain classification.

### Copies and creates patterns

- ◆ Create and extend patterns with actions, words, and objects.



### Sequences events and objects

- ◆ Explore measurement of length, weight, and capacity.

### Participates in a variety of problem-solving activities

- ◆ Solve problems and share solutions to problems in small groups.
- ◆ Display and describe data with concrete and pictorial graphs as a group activity.

### Uses spatial visualization

- ◆ Complete simple spatial tasks/puzzles.

# KINDERGARTEN BENCHMARKS FOR MATH:

## Demonstrates an emerging understanding of the relationships of numbers

- ◆ Identify/create sets with more/less/equal members of matching.
- ◆ Use ordinals, first through tenth.
- ◆ Identify "one more than" and "one less than".
- ◆ Combine and remove objects; describe results.

## Uses counting for a variety of purposes

- ◆ Uses one-to-one correspondence.
- ◆ Rote count forward, backward.
- ◆ Count to identify how many.

## Models numbers and relates symbols to numbers

- ◆ Model numbers in a variety of ways.
- ◆ Recognize numerals, match to sets.

## Uses comparative vocabulary

- ◆ Model/use directional/positional words.
- ◆ Describe likenesses/differences in figures.
- ◆ Compare/order objects by direct comparison.
- ◆ Use appropriate comparative/measurement vocabulary.
- ◆ Identify appropriate time of day/seasons.

## Recognizes plane and solid figures

- ◆ Identify, build, draw and name triangles, rectangles, and circles.
- ◆ Identify, build, and name spheres and cubes.

## Position and Direction

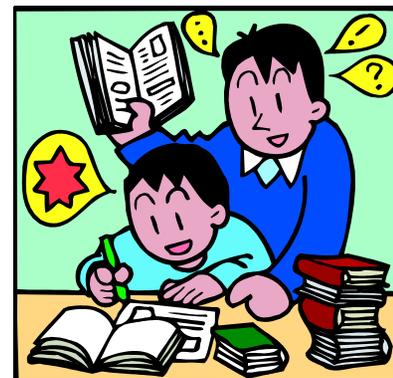
Understands up and down  
Understands in and out  
Understands front and back  
Understands over (on) and under  
Understands top, bottom, middle  
Understands beside and next to  
Understands hot and cold  
Understands fast and slow

## Listening and Sequencing

Follows simple direction  
Listens to a short story  
Listens carefully  
Recognizes common sounds  
Repeats a sequence of sounds  
Repeats a sequence of orally given numbers  
Retells simple stories in sequence

## Motor Skills

Is able to run  
Is able to walk a straight line  
Is able to jump  
Is able to hop  
Is able to alternate feet walking down stairs  
Is able to march  
Is able to stand on one foot 5-10 seconds  
Is able to walk backwards for five feet  
Is able to throw a ball  
Pastes objects



Claps hands  
Matches simple objects  
Touches fingers  
Able to button  
Builds with blocks  
Completes simple puzzles (5 pcs. or less)  
Draws and colors beyond a simple scribble  
Able to zip  
Controls pencil and crayon well  
Cuts simple shapes  
Handles scissors well  
Able to copy simple shapes

## Social-Emotional Development

Can be away from parents for 2-3 hrs. without being upset  
Takes care of toilet needs independently  
Feels good about self  
Is not afraid to go to school  
Cares for own belongings  
Knows full name  
Dresses self  
Knows how to use a handkerchief or tissue  
Knows own self  
Brushes teeth  
Crosses a residential street safely  
Asks to go to school  
Knows parents' names  
Knows home address  
Knows home phone number  
Enters into dinner table conversation  
Carries a plate of food  
Maintains self-control  
Gets along well with other children  
Plays with other children  
Recognizes authority  
Shares with others  
Talks easily  
Likes teachers  
Meets visitors without shyness  
Puts away toys  
Able to stay on a task  
Able to work independently  
Helps family with chores

# KINDERGARTEN BENCHMARKS FOR ENGLISH/LANGUAGE ARTS:

## Book and Print Awareness

- ◆ Knows parts of books and functions of each part.
- ◆ Demonstrates understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.
- ◆ Demonstrates understanding of letters, words, and story.

## Phonemic Awareness and Alphabetic Principle

- ◆ Demonstrates understanding that spoken language is a sequence of identifiable speech sounds.
- ◆ Demonstrates understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.
- ◆ Demonstrates understanding of the sound of letters and understanding that words begin and end alike (onsets and rimes).

## Decoding and Word Recognition

- ◆ Recognizes and names upper and lower case letters of the alphabet.
- ◆ Recognizes some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
- ◆ Recognizes most beginning consonant letter-sound associations in one-syllable words.

## Spelling and Writing

- ◆ Represents spoken language with temporary and/or conventional spelling.
- ◆ Demonstrates understanding of literary language (e.g., "once upon a time," variety of sentence patterns).
- ◆ Writes most letters of the alphabet.
- ◆ Write and/or participates in writing behaviors.

## Language, Comprehension, and Response to Text

- ◆ Uses new vocabulary and language in own speech.
- ◆ Understands and follows oral/graphic directions.
- ◆ Demonstrates sense of story (e.g., beginning, middle, end, characters, details).
- ◆ Connects information and events in text to experience.
- ◆ Demonstrates familiarity with a variety of types of books and selections.
- ◆ Reads and begins to read.



The context for these Benchmarks can be found in the Reading Strand of the *English Language Arts Standard Course of Study*, which defines reading as a process, not a discrete set of skills.